Entry 2 Skills for Working Life (4807-02)

July 2014 Version 1.0

Assessment recording documents for Pottery (Units 269-273)
City & Guilds
Believe you can

www.cityandguilds.com
POTTERY E2

Unit no: 269  Unit title: **Prepare pottery clay for use**  Credit Value 1

**Guidance:** For this unit, one type of clay needs to be prepared using one of the methods.

**Learning Outcome:**
- The learner will be able to prepare clay for use correctly and safely

<table>
<thead>
<tr>
<th>Assessor</th>
<th>Initials/Date</th>
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<tbody>
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</tbody>
</table>

**Practical Evidence**
- Recognise and wear personal protective clothing
- Recognise **one** of the following *(indicate which one was correctly recognised)*:
  - Earthenware clay
  - Stoneware clay
- Clear and clean work area
- Collect clay
- Cut the clay using cheese wire
- Prepare the clay correctly by **one** of the following methods *(indicate which method was used)*:
  - Method:
    - wedging
    - kneading
- Store the prepared clay
- Clean and tidy up work area
- Remove and store personal protective clothing
- Wash and dry hands

**Knowledge Evidence** *(evidence of answers given to be recorded in portfolio)*
- A reason for wearing personal protective clothing
- A reason for recognising different types of clay
- A reason for using the correct tools
- A reason for preparing clay before use

**DECLARATION** – The Learning Outcome has been achieved by satisfactory performance of all the components listed above

Date all assessments completed for this unit:

<table>
<thead>
<tr>
<th>Name of Assessor</th>
<th>Signature of Assessor</th>
<th>Name of Learner</th>
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</table>
POTTERY E2

Unit no: 270  Unit title: Press-mould clay  Credit Value 2

**Guidance:** For this unit clay, the tools and equipment used need to be listed on the Assessment Record Sheet as appropriate to the activity undertaken.

**Learning Outcome:**
- The learner will be able to produce an item of pottery by press-moulding clay correctly and safely

**Practical Evidence**

<table>
<thead>
<tr>
<th>Practical Evidence</th>
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</thead>
<tbody>
<tr>
<td>Recognise and wear personal protective clothing</td>
</tr>
<tr>
<td>Recognise tools <em>(indicate which were correctly recognised)</em>:</td>
</tr>
</tbody>
</table>
| Tools: | - rolling board  
- rolling pin  
- guide sticks  
- potters knife  
- other (specify) |
| Recognise equipment *(indicate which was correctly recognised)*: |
| Equipment: | - straight edge  
- press moulds |
| Clear and clean work area |
| Collect appropriate amount of clay |
| Set out guide sticks |
| Roll out quantity of clay to required thickness |
| Place rolled out clay into press mould |
| Mould clay as appropriate |
| Remove surplus clay |
| Remove moulded object from mould when ready |
| Store moulded object in appropriate place |
| Clean and store tools and equipment safety |
| Clean and tidy up work area |
| Remove and store personal protective clothing |
| Wash and dry hands |

**Knowledge Evidence** *(evidence of answers given to be recorded in portfolio)*

<table>
<thead>
<tr>
<th>Knowledge Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>A reason for recognising tools and equipment</td>
</tr>
<tr>
<td>A reason for rolling out clay to the correct thickness</td>
</tr>
<tr>
<td>A reason for removing surplus clay</td>
</tr>
<tr>
<td>A reason for cleaning and tidying the work area</td>
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</tbody>
</table>

**DECLARATION** – The Learning Outcome has been achieved by satisfactory performance of all the components listed above

Date all assessments completed for this unit:

| Name of Assessor | Signature of Assessor | Name of Learner | Signature of Learner |
**POTTERY E2**

<table>
<thead>
<tr>
<th>Unit no:</th>
<th>271</th>
<th>Unit title:</th>
<th>Make a slab-built box</th>
<th>Credit Value</th>
<th>2</th>
</tr>
</thead>
</table>

**Guidance:** For this unit, the learner must be able to produce a slab built box safely and correctly.

**Learning Outcome:** The learner will be able to:
- Make a slab built box correctly and safely

**Practical Evidence**

- Recognise and wear personal protective clothing
- Collect tools and equipment
- Clear and clean work area
- Collect appropriate amount of clay
- Set out guide sticks
- Roll out quantity of clay to required thickness
- Cut **five** sections to size
- Place sections to dry
- Establish that sections are sufficiently dry – “leatherhard”
- Score joins and paste with slip
- Make a thin coil of clay
- Make box by joining sections – add thin coil of clay if required
- Smooth down seams
- Store box to dry
- Clean and store tools and equipment safely
- Clean and tidy up work area
- Remove and store personal protective clothing
- Wash and dry hands

**Knowledge Evidence** *(evidence of answers given to be recorded in portfolio)*

- A reason for setting out guide sticks
- A reason for smoothing down seams
- A reason for leaving the rolled out clay sections to dry

**DECLARATION** – The Learning Outcome has been achieved by satisfactory performance of all the components listed above

Date all assessments completed for this unit:

<table>
<thead>
<tr>
<th>Name of Assessor</th>
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</table>
**POTTERY E2**

**Unit no:** 272  
**Unit title:** Hand model a shape in clay  
**Credit Value:** 2

**Guidance:** For this unit, the learner will need to produce any two shapes from the list below.

**Learning Outcome:**
- The learner will be able to hand model two shapes correctly and safely

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**Assessor Initials/Date**

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**Practical Evidence**
- Recognise and wear personal protective clothing
- Recognise a potters knife
- Recognise a rolling board
- Collect tools and equipment
- Collect quantity of prepared clay
- Produce **two** of the following shapes by hand modelling:
  - Shapes:
    - sphere
    - cube
    - thumb or pinch pot
- Store item produced
- Leave to dry until “leather hard”
- Store surplus clay
- Clean and store tools and equipment safely
- Clean and tidy up work area
- Remove and store personal protective clothing
- Wash and dry hands

**Knowledge Evidence** *(evidence of answers given to be recorded in portfolio)*
- A reason for leaving the prepared item to become ‘leather hard’
- A reason for cleaning and tidying up the work area
- A reason for cleaning and storing tools and equipment safely
- A reason for washing and drying hands

**DECLARATION** – The Learning Outcome has been achieved by satisfactory performance of all the components listed above

Date all assessments completed for this unit:

<table>
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</table>
Unit no: 273  
Unit title: Glaze a pot  
Credit Value 1

**Guidance:** For this unit, a pot that has already been prepared (either by the learner or another person) needs to be glazed. The glaze also needs to be pre-prepared by the supervisor or other suitable person.

**Learning Outcome:**
- The learner will be able to glaze a pot using a prepared glaze correctly and safely

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**Practical Evidence**
- Recognise and wear personal protective clothing
- Recognise prepared glazes
- Recognise suitable container
- Recognise pot to be glazed
- Clean and clear work area
- Collect glaze and pot
- Examine surface of pot – clean if necessary
- Place prepared glaze in suitable container
- Stir liquid glaze as required
- Apply glaze to inside of pot
- Apply glaze to outside of pot
- Wipe off foot of pot
- Store glazed pot in suitable place
- Dispose of surplus glaze safely
- Clean out and store container
- Clean and tidy up work area
- Remove and store personal protective clothing
- Wash and dry hands

**Knowledge Evidence** *(evidence of answers given to be recorded in portfolio)*
- A reason for cleaning the surface of a pot
- A reason for stirring the liquid glaze
- A reason for glazing a pot
- A reason for storing a glazed pot
- A reason for disposing of surplus glaze correctly
- A reason for wiping off the foot of the pot
**DECLARATION** - The Learning Outcome has been achieved by satisfactory performance of all the components listed above

Date all assessments completed for this unit:

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Appendix 1    Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the Centres and Training Providers homepage on www.cityandguilds.com.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The centre homepage section of the City & Guilds website also contains useful information on such things as:

- Walled Garden: how to register and certificate candidates online
- Qualifications and Credit Framework: general guidance about the and how qualifications will change, as well as information on the IT systems needed and FAQs
- Events: dates and information on the latest Centre events
- Online assessment: how to register for e-assessments.
## Useful contacts

| UK Learners | T: +44 (0)844 543 0033  
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<tbody>
<tr>
<td>General qualification</td>
<td>E: <a href="mailto:learnersupport@cityandguilds.com">learnersupport@cityandguilds.com</a></td>
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</tbody>
</table>

| International learners | T: +44 (0)844 543 0000  
|------------------------|------------------------|
| General qualification information | F: +44 (0)20 7294 2413  
| E: centresupport@cityandguilds.com |

| Centres | T: +44 (0)844 543 0000  
|------------------------|------------------------|
| Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam | F: +44 (0)20 7294 2413  
| E: singlesubjects@cityandguilds.com |

| Single subject qualifications | T: +44 (0)844 543 0000  
|------------------------|------------------------|
| Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam | F: +44 (0)20 7294 2413  
| E: intops@cityandguilds.com |

| Walled Garden | T: +44 (0)844 543 0000  
|------------------------|------------------------|
| Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation | F: +44 (0)20 7294 2413  
| E: walledgarden@cityandguilds.com |

| Employer | T: +44 (0)121 503 8993  
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<tbody>
<tr>
<td>Employer solutions, Mapping, Accreditation, Development Skills</td>
<td>E: <a href="mailto:business@cityandguilds.com">business@cityandguilds.com</a></td>
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</tbody>
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| Publications | T: +44 (0)844 543 0000  
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<tbody>
<tr>
<td>Logbooks, Centre documents</td>
<td>F: +44 (0)20 7294 2413</td>
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